

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 09

Total Number of LEAs (2021-22) for All Indicators: 37

### Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	276	291	318
Special Ed Graduates	258	101	140
% Special Ed Graduates	93.5%	34.7%	44.0%
# of LEAs Meeting Target	34	N/A	22
% of LEAs Meeting Target	91.9%	N/A	59.5%
# of LEAs With 'N/A'	7	N/A	7

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with Individualized Education Programs (ages 14–21) who exited special education due to graduating with a regular high school diploma (identical to non-disabled peer requirements) in a single year.

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### Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	2,112	292	318
Special Ed Dropouts	13	13	24
% Special Ed Dropouts	0.6%	4.5%	7.5%
# of LEAs Meeting Target	32	N/A	30
% of LEAs Meeting Target	86.5%	N/A	81.1%
# of LEAs With 'N/A'	0	N/A	7

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with IEPs (ages 14-21) who exited special education due to dropping out in a single year.

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	461	---	539	---
	Regular assessment without accommodations	61	13.2%	59	11.0%
	Regular assessment with accommodations	356	77.2%	431	80.0%
	Alternate assessment against alternate achievement standards	34	7.4%	47	8.7%
	Participants	451	97.8%	537	99.6%
	Non-participants	10	2.2%	2	0.4%
	LEAs Meeting Target	N/A	N/A	36	100.0%
08	# of children with IEPs	375	---	405	---
	Regular assessment without accommodations	13	3.5%	19	4.7%
	Regular assessment with accommodations	320	85.3%	347	85.7%
	Alternate assessment against alternate achievement standards	32	8.5%	36	8.9%
	Participants	365	97.3%	402	99.3%
	Non-participants	10	2.7%	3	0.7%
	LEAs Meeting Target	N/A	N/A	31	100.0%
HS	# of children with IEPs	364	---	481	---
	Regular assessment without accommodations	48	13.2%	26	5.4%
	Regular assessment with accommodations	277	76.1%	414	86.1%
	Alternate assessment against alternate achievement standards	27	7.4%	36	7.5%
	Participants	352	96.7%	476	99.0%
	Non-participants	12	3.3%	5	1.0%
	LEAs Meeting Target	N/A	N/A	34	97.1%

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### Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	460	---	539	---
	Regular assessment without accommodations	62	13.5%	61	11.3%
	Regular assessment with accommodations	355	77.2%	429	79.6%
	Alternate assessment against alternate achievement standards	34	7.4%	47	8.7%
	Participants	451	98.0%	537	99.6%
	Non-participants	9	2.0%	2	0.4%
	LEAs Meeting Target	N/A	N/A	36	100.0%
08	# of children with IEPs	375	---	405	---
	Regular assessment without accommodations	16	4.3%	23	5.7%
	Regular assessment with accommodations	317	84.5%	342	84.4%
	Alternate assessment against alternate achievement standards	33	8.8%	36	8.9%
	Participants	366	97.6%	401	99.0%
	Non-participants	9	2.4%	4	1.0%
	LEAs Meeting Target	N/A	N/A	31	100.0%
HS	# of children with IEPs	402	---	549	---
	Regular assessment without accommodations	21	5.2%	29	5.3%
	Regular assessment with accommodations	323	80.4%	446	81.2%
	Alternate assessment against alternate achievement standards	27	6.7%	38	6.9%
	Participants	371	92.3%	513	93.4%
	Non-participants	31	7.7%	36	6.6%
	LEAs Meeting Target	N/A	N/A	27	77.1%

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## Region: 09

Total Number of LEAs (2021-22) for All Indicators: 37

### Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	417	---	490	---
	Proficient or above regular assessment without accommodations	29	60.4%	36	50.7%
	Proficient or above regular assessment with accommodations	19	39.6%	35	49.3%
	Total Proficients	48	11.5%	71	14.5%
	LEAs Meeting Target	N/A	N/A	15	41.7%
08	# of children with IEPs	333	---	366	---
	Proficient or above regular assessment without accommodations	5	19.2%	8	24.2%
	Proficient or above regular assessment with accommodations	21	80.8%	25	75.8%
	Total Proficients	26	7.8%	33	9.0%
	LEAs Meeting Target	N/A	N/A	6	20.0%
HS	# of children with IEPs	325	---	440	---
	Proficient or above regular assessment without accommodations	9	25.7%	8	16.7%
	Proficient or above regular assessment with accommodations	26	74.3%	40	83.3%
	Total Proficients	35	10.8%	48	10.9%
	LEAs Meeting Target	N/A	N/A	10	28.6%

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### Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	417	---	490	---
	Proficient or above regular assessment without accommodations	23	59.0%	39	41.1%
	Proficient or above regular assessment with accommodations	16	41.0%	56	59.0%
	Total Proficients	39	9.4%	95	19.4%
	LEAs Meeting Target	N/A	N/A	26	72.2%
08	# of children with IEPs	333	---	365	---
	Proficient or above regular assessment without accommodations	9	39.1%	14	32.6%
	Proficient or above regular assessment with accommodations	14	60.9%	29	67.4%
	Total Proficients	23	6.9%	43	11.8%
	LEAs Meeting Target	N/A	N/A	16	53.3%
HS	# of children with IEPs	344	---	474	---
	Proficient or above regular assessment without accommodations	8	25.0%	6	14.3%
	Proficient or above regular assessment with accommodations	24	75.0%	36	85.7%
	Total Proficients	32	9.3%	42	8.9%
	LEAs Meeting Target	N/A	N/A	12	34.3%

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Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	34	---	47	---
	Alternate assessment against alternate achievement standards	26	76.5%	46	97.9%
	LEAs Meeting Target	N/A	N/A	13	92.9%
08	# of children with IEPs	32	---	36	---
	Alternate assessment against alternate achievement standards	27	84.4%	33	91.7%
	LEAs Meeting Target	N/A	N/A	9	81.8%
HS	# of children with IEPs	27	---	36	---
	Alternate assessment against alternate achievement standards	25	92.6%	36	100.0%
	LEAs Meeting Target	N/A	N/A	13	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	34	---	47	---
	Alternate assessment against alternate achievement standards	26	76.5%	39	83.0%
	LEAs Meeting Target	N/A	N/A	8	57.1%
08	# of children with IEPs	33	---	36	---
	Alternate assessment against alternate achievement standards	29	87.9%	33	91.7%
	LEAs Meeting Target	N/A	N/A	9	81.8%
HS	# of children with IEPs	27	---	38	---
	Alternate assessment against alternate achievement standards	24	88.9%	36	94.7%
	LEAs Meeting Target	N/A	N/A	12	92.3%



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Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	929	37.1%	1,038	38.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	48	11.5%	71	14.5%
	Proficiency rate gap		25.6%		24.1%
	LEAs Meeting Target	N/A	N/A	17	46.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,302	48.0%	1,294	45.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	26	7.8%	33	9.0%
	Proficiency rate gap		40.2%		36.6%
	LEAs Meeting Target	N/A	N/A	15	40.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,184	42.8%	1,299	41.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	35	10.8%	48	10.9%
	Proficiency rate gap		32.0%		30.4%
	LEAs Meeting Target	N/A	N/A	15	41.7%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	837	33.5%	1,231	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	9.4%	95	19.4%
	Proficiency rate gap		24.1%		26.4%
	LEAs Meeting Target	N/A	N/A	18	48.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,134	43.2%	1,426	52.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	23	6.9%	43	11.8%
	Proficiency rate gap		36.3%		40.2%
	LEAs Meeting Target	N/A	N/A	19	51.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,530	49.2%	1,558	44.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	32	9.3%	42	8.9%
	Proficiency rate gap		39.9%		35.9%
	LEAs Meeting Target	N/A	N/A	15	41.7%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	37	N/A	37
% of LEAs Meeting Target	100.0%	N/A	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 5 : Education Environments (School Age)

Educational Environment	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	#	%	#	%	#	%
Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21	4,679	---	4,925	---	5,325	---
5A: Inside the regular class 80% or more of the day	3,472	74.2%	3,723	75.6%	4,052	76.1%
5B: Inside the regular class less than 40% of the day	585	12.5%	608	12.4%	612	11.5%
5C: In separate school, residential facility or homebound or hospital	29	0.6%	15	0.3%	14	0.3%
LEAs Meeting Target 5A	31	83.8%	N/A	N/A	29	78.4%
LEAs Meeting Target 5B	31	83.8%	N/A	N/A	36	97.3%
LEAs Meeting Target 5C	35	94.6%	N/A	N/A	33	89.2%

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 6 : Preschool Environments

Educational Environment	FFY20 2020-21		FFY21 2021-22	
	#	%	#	%
Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program	301	---	331	---
6A: Attending REC & receiving majority of SPED and related services in a REC	94	31.2%	98	29.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	48	16.0%	81	24.5%
6C: Receiving special education and related services in the home	0	0.0%	2	0.6%
LEAs Meeting Target 6A	N/A	N/A	24	64.9%
LEAs Meeting Target 6B	N/A	N/A	33	89.2%
LEAs Meeting Target 6C	N/A	N/A	36	97.3%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.5%	---	0	0.0%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	9.5%	---	5	2.4%	---	52	22.5%	---
Improved functioning to reach a level nearer to same-aged peers	62	27.9%	---	59	27.7%	---	47	20.4%	---
Improved functioning to reach a level comparable to same-aged peers	89	40.1%	---	110	51.6%	---	86	37.2%	---
Maintained functioning at a level comparable to same-aged peers	49	22.1%	---	39	18.3%	---	46	19.9%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	87.3%	YES	---	97.1%	YES	---	71.9%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	62.2%	NO	---	70.0%	YES	---	57.1%	NO

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	---	0	0.0%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	28	12.6%	---	6	2.8%	---	53	22.9%	---
Improved functioning to reach a level nearer to same-aged peers	62	27.9%	---	68	31.9%	---	53	22.9%	---
Improved functioning to reach a level comparable to same-aged peers	97	43.7%	---	109	51.2%	---	87	37.7%	---
Maintained functioning at a level comparable to same-aged peers	35	15.8%	---	30	14.1%	---	38	16.5%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	85.0%	YES	---	96.7%	YES	---	72.5%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	59.5%	YES	---	65.3%	YES	---	54.1%	NO



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Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.5%	---	0	0.0%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	9.5%	---	3	1.4%	---	44	19.1%	---
Improved functioning to reach a level nearer to same-aged peers	34	15.3%	---	40	18.8%	---	29	12.6%	---
Improved functioning to reach a level comparable to same-aged peers	86	38.7%	---	103	48.4%	---	80	34.6%	---
Maintained functioning at a level comparable to same-aged peers	80	36.0%	---	67	31.5%	---	78	33.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	84.5%	YES	---	98.0%	YES	---	71.2%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	74.8%	YES	---	79.8%	YES	---	68.4%	NO

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 8 : Parent Involvement

Parent Involvement	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	82.6%	YES	81.3%	N/A	72.6%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

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Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	1	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups  
in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	1	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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**Total Number of LEAs (2021-22) for All Indicators: 37**

**Indicator 11 : Child Find**

<b>Child Find</b>	<b>FFY 2019 2019-20</b>	<b>FFY 2020 2020-21</b>	<b>FFY 2021 2021-22</b>
<b># of children for whom parental consent to evaluate was received</b>	<b>1,085</b>	<b>1,497</b>	<b>1,412</b>
<b># of children whose evaluations completed within State established timeline</b>	<b>1,085</b>	<b>1,493</b>	<b>1,412</b>
<b>% of children whose evaluations completed within State established timeline</b>	<b>100.0%</b>	<b>99.7%</b>	<b>100.0%</b>
<b># of LEAs Meeting Target</b>	<b>37</b>	<b>36</b>	<b>37</b>
<b>% of LEAs Meeting Target</b>	<b>100.0%</b>	<b>97.3%</b>	<b>100.0%</b>

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children served in Part C & referred to Part B for eligibility determination	106	81	54
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	16	9	3
# found eligible & IEP developed & implemented by third birthday	84	59	46
# whose parent refusal caused delay in evaluation or initial services	5	1	0
# serviced in Part C less than 90 days before third birthday	1	3	5
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	86.8%	100.0%
# of LEAs Meeting Target	37	36	37
% of LEAs Meeting Target	100.0%	97.3%	100.0%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Indicator 13 : Secondary Transition

Secondary Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of youth with disabilities aged 16 & above	264	289	258
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	263	289	258
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.6%	100.0%	100.0%
# of LEAs Meeting Target	36	37	37
% of LEAs Meeting Target	97.3%	100.0%	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	8	18.2%	NO	15	22.7%	NO	14	21.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	19	43.2%	NO	39	59.1%	NO	43	65.2%	YES
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	27	61.4%	NO	46	69.7%	NO	49	74.2%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.



Indicator	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target
1	88.5%	N/A	>=45.00%
2	1.8%	N/A	<=13.00%
3A Reading Grade 04	N/A	N/A	>=95.00%
3A Reading Grade 08	N/A	N/A	>=95.00%
3A Reading Grade HS	N/A	N/A	>=95.00%
3A Math Grade 04	N/A	N/A	>=95.00%
3A Math Grade 08	N/A	N/A	>=95.00%
3A Math Grade HS	N/A	N/A	>=95.00%
3B Reading Grade 04	N/A	N/A	>=14.00%
3B Reading Grade 08	N/A	N/A	>=12.00%
3B Reading Grade HS	N/A	N/A	>=12.00%
3B Math Grade 04	N/A	N/A	>=19.00%
3B Math Grade 08	N/A	N/A	>=20.00%
3B Math Grade HS	N/A	N/A	>=17.00%
3C Reading Grade 04	N/A	N/A	>=91.00%
3C Reading Grade 08	N/A	N/A	>=93.00%
3C Reading Grade HS	N/A	N/A	>=94.00%
3C Math Grade 04	N/A	N/A	>=94.00%
3C Math Grade 08	N/A	N/A	>=95.00%
3C Math Grade HS	N/A	N/A	>=93.00%
3D Reading Grade 04	N/A	N/A	<=23.00%
3D Reading Grade 08	N/A	N/A	<=36.00%
3D Reading Grade HS	N/A	N/A	<=38.00%
3D Math Grade 04	N/A	N/A	<=20.00%
3D Math Grade 08	N/A	N/A	<=32.00%
3D Math Grade HS	N/A	N/A	<=26.00%
4A	0.0%	N/A	<=24.00%
4B	0.0%	0.0%	0.00%
5A	68.0%	N/A	>=73.00%
5B	12.0%	N/A	<=14.00%
5C	1.3%	N/A	<=1.00%
6A	33.0%	N/A	>=27.00%
6B	15.0%	N/A	<=26.00%
6C	N/A	N/A	<=0.85%
7A1	85.0%	85.0%	>=85.00%
7A2	63.0%	63.0%	>=63.00%
7B1	85.0%	84.0%	>=84.00%
7B2	58.0%	56.0%	>=57.00%
7C1	85.0%	84.0%	>=85.00%

Indicator	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target
<b>7C2</b>	74.0%	71.0%	>=72.00%
<b>8</b>	81.0%	N/A	>=81.00%
<b>9</b>	0.0%	0.0%	0.0%
<b>10</b>	0.0%	0.0%	0.0%
<b>11</b>	100.0%	100.0%	100.0%
<b>12</b>	100.0%	100.0%	100.0%
<b>13</b>	100.0%	100.0%	100.0%
<b>14A</b>	30.0%	30.0%	>=31.00%
<b>14B</b>	63.0%	63.0%	>=64.00%
<b>14C</b>	80.0%	80.0%	>=81.00%